

University of Central Florida - College of Education
EEX 6759 Transition Planning and Interdisciplinary Teaming for
Students with Disabilities – Summer 2011
Teaching Academy (TA) Room 102
Course Meeting Dates: 5/21/11, 6/4/11, 6/11/11, 6/18/11, 7/9/11, 7/16/11,
7/23/11, and 7/30/11 from 9:00 am – 5:00 pm

Instructor:	Kim Spence-Cochran, Ph.D.
Office Hours:	By Appointment Only
Office Location:	UCF Center for Autism & Related Disabilities (CARD) University of Central Florida – Main Campus HPA I - Second Floor - Orlando, Florida OR University of Central Florida – Cocoa Campus 1519 Clearlake Road Cocoa, FL 32922
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Course Description:

This course is designed to address the key administrative issues concerning personnel and resource management, interagency collaboration and resource identification for inter-disciplinary teaming and transition planning for students with disabilities across the educational continuum (early childhood, elementary, secondary, post-secondary and adult education). Emphasis is placed on transition services including assessment, curriculum planning, and collaboration with community agency personnel, school professionals and families. Students will explore: a) strategies for collaboration, consultation and negotiation within an organization and maintenance of special education programs for students with disabilities; b) national trends and federal and state statutes related to career development and transition planning; c) curriculum and strategies to develop self-determination and self-advocacy; d) county and state resources and services; and e) essential domains of transition planning (personal/social, general community functioning, and leisure/recreational). Students will also investigate a continuum of placement and service options in general education, career and vocational education, integrated employment (including supported employment), functional community based instruction, and transition services.

Course Requirements:

This course is offered to graduate students seeking a Master's Degree in Exceptional Education and/or a Graduate Certificate in Severe or Profound Disabilities and State Endorsement in Severe or Profound Disabilities. It is designed to address Administrative Rule 6A-4.012793, Specialization Requirements for Endorsement in Severe or Profound Disabilities—Academic Class (b) Coursework in interdisciplinary teaming to include

available resources; the recognition of the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning.

Course Objectives:

Key: FEAP= Florida Educator Accomplished Practices

ESE= Florida Exceptional Student Education K-12 Subject Area
Competencies

ESOL=English for Speakers of Other Languages

CC=Common Core, (Council for Exceptional Children)

IIC= Individualized Independence Curriculum, (Council for Exceptional
Children)

EEX 6938- Transition Planning and Interdisciplinary Teaming for Students with Disabilities		
The following competencies are designed to address Administrative Rule 6A-4.012793, Specialization Requirements for Endorsement in Severe or Profound Disabilities—Academic Class (b) Coursework in interdisciplinary teaming to include available resources; the recognition of the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning.		
Student Exit Competencies	Standards	Demonstration
1. Demonstrate knowledge of history and trends for national transition initiatives.	CC1K7; CC1K3 IC1K2;	Midterm/Final Exam/ Professional Reflections/ Electronic Resource File
2. Demonstrate knowledge of federal and state statutes as they relate to special education collaboration and transition services.	ESE 1(2); ESOL 24; IC1K2;	Midterm/Final Exam/ Professional Reflections/ Electronic Resource File/DSS Assignment
3. Demonstrate knowledge of Florida's Sunshine State Standards, High School Assessments, and methods for linking academic content to transition goals.	IC9S3; ESOL 24; CC1K3; CC10S2; IC4S4	Midterm/Final Exam/ Professional Reflections/ Resource File/DSS Assignment/TIEP
4. Identify the roles and responsibilities of the special educator, general educator, transition specialist, paraprofessional, and related service personnel.	ESE 1(6); ESE 3(6), CC2K4; CC10K2; CC10S1; CC10S6; CC10S7;	Midterm/Final Exam/ Professional Reflections/ Personal Futures Planning Activities/ Transition IEP
5. Demonstrate mastery of communication and consultation skills, including interdisciplinary teaming strategies for collaboration between schools, agencies, and families.	ESE 3(6); ESOL 13, 22; CC1K3; CC7K1; CC7S1; CC10S3; CC10S4; CC7K7; CC7 S5;	Professional Reflections/ Personal Futures Planning Activities/Agency

		Visitation/DSS Assign.
6. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities	CC3K2; CC4S6; CC4S1; IC5S1; IC7S6 IC1K2;	Professional Reflections/ Midterm/Final Exam Agency Visit and Presentation/ Transition IEP/ Job Development Project
7. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.	FEAP #2, 3; ESE 7(3); ESOL 23; IC10S2; CC1K5; CC1S2; CC7K7; IC8K3; IC10S5; IC4K4;	Personal Futures Planning Activities; Job Development Project; Transition IEP
8. Identify formal and informal approaches for identifying students' strengths, interests, preferences, and needs related to post-school goals and educational experiences	ESE 1(3), 7(1)(2),(3),(4); CC4S1; CC4S6; CC10S2	Personal Futures Planning Activities; Job Development Project; Self- Determination Curriculum Review
9. Collaborate with I.E.P. team members to plan functional outcome oriented transition IEP's that encourage full community participation.	FEAP #11; ESE 7; ESOL 22; CC1K7; CC4S1; CC10K1; CC10S5; IC7K1; IC10S4;	Midterm/Final Exam Transition IEP Job Development Project
10. Demonstrate knowledge of school and community resources and policies and procedures associated with securing services and financial supports for individuals with disabilities across the age span.	FEAP #2, 3; ESE 1(2); ESOL 7, 1I; CC8S6; CC8S1; CC8K3; CC5S3; IC9K1; IC9K2; IC10K3; IC10S2; IC8K3; IC9K1;	Final Exam; Agency Visit and Presentation
11. Use person-centered planning approaches to develop a multi-year outcome-oriented transition plan	CC4S1; CC4S6; CC5K7;	Personal Futures Planning Activities
12. Identify models of career education, vocational instruction, and community-based programs and appropriate methods for vocational assessment, exploration and training.	FEAP #7: ESE 6(2), 7(4); CC10S2; IC7K1;	Final Exam; Job Development Project; Professional Reflections
13. Select, adapt, and use instructional strategies for self-determination and self-advocacy training.	FEAP #10; CC5S8; CC5S9; IC5S6; IC7S8;	Self-Determination Curriculum Review Transition IEP
14. Discuss the importance of working collaboratively with families to enhance successful inclusion and assist students in functioning effectively in a variety of environments to which they will be transitioning	ESE 7(4); CC1K7; CC2K4; CC10K1; CC10S3; IC5S12;	Transition IEP; Personal Futures Planning Activities; Resource File; Professional Reflections

15. Review ethnic and cultural differences of students with disabilities and their families when developing Individual Transition Plans (ITPs)	FEAP #5; CC2K4; CC10S10; CC1K7; CC10K3;	Transition IEP Midterm/Final Exam/Professional Reflections
16. Discuss ethical practices and considerations related to transition and collaboration.	FEAP #2, 6, CC7K5;CC8S9; CC10K4; CC7K5; CC8S9;. IC9S2; IC10K2 ;	Professional Reflections/ Midterm/Final Exam

Mode of Instruction:

This course will employ the use of lecture, guest speakers, demonstration, case studies, class activities, tests, projects and field-based experiences to teach the objectives listed above.

Course Credit: 3 semester hours

Required Text:

Wehman, P., Daltlow Smith, M., Schall, C. (2009). *Autism & the Transition to Adulthood Success Beyond the Classroom*. Paul H.Brookes Publishing Co.:Baltimore, MD.

Supplemental Readings and Websites:

National Secondary Transition Technical Assistance Center (NSTTAC)
(www.nsttac.org)

National Center of Secondary Education and Transition (NCSET) (<http://www.ncset.org/>)

PACER Center (www.pacer.org/index.asp)

Council for Exceptional Children (CEC) (www.cec.sped.org)

Iowa Transition Assessment (<http://transitionassessment.northcentralrrc.org/>)

The Colorado Department of Education (<http://www.cde.state.co.us/cdesped/TK.asp>)

US Department of Education – IDEA Part B & Part C
(<http://idea.ed.gov/>)

National Dissemination Center for Children with Disabilities (NICHCY)
(<http://www.nichcy.org/>)

Bureau of Exceptional Education & Student Services (BEESS)
(<http://www.fldoe.org/ese/>)

Project 10: Transition Education Network

(<http://www.project10.info/DistrictGreen.aspx>)

Early Steps/Children's Medical Services

(<http://www.doh.state.fl.us/alternatesites/cms-kids/index.html>)

Vocational Rehabilitation – (Home page Florida)

(<http://www.rehabworks.org/>)

Florida's Transition Project for Infants, Young Children and Their Families

(<http://www.floridatransitionproject.ucf.edu/>)

Agency for Persons with Disabilities (APD)

(<http://apd.myflorida.com>)

US Department of Labor

(www.dol.gov/odep)

Goodwill Industries International Incorporated

(www.goodwill.org)

Self-Determination Resources

(www.fyitransition.org/Minicourses/selfdetermination/selfdetermination6.html)

Transition to Kindergarten

(<http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/transition.htm>)

Continuity in Early Childhood: A Framework for Home, School, and Community Linkages

(<http://www.sedl.org/prep/hsclinkages.pdf>)

Kentucky Transition Collaborative

(<http://www.ihdi.uky.edu/ktcp/materials/>)

"I Wake Up for My Dream!" Personal Futures Planning Circles of Support, MAPS and PATH

(<http://www.isdd.indiana.edu/irca/education/MyDream.html>)

Taxonomy for Transition Programming

(<http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>)

NSTTAC – Age Appropriate Transition Assessment Guide

(www.nsttac.org/pdf/transition_guide/nsttac_tag.pdf)

Brown, L., Shiraga, B., & Kessler, K. (2006). The quest for ordinary lives: The integrated post-school vocational functioning of 50 workers with significant disabilities. *Research & Practice for Person's with Severe Disabilities*, 31(2), pp. 93-121.

Cramer, S., & Stivers, J. (2007). Don't give up! Practical strategies for challenging collaborations. *TEACHING Exceptional Children*, 39(6), pp. 6-11.

Mueller, T. (2009). IEP facilitation a promising approach to resolving conflicts between families and schools. *TEACHING Exceptional Children*, 41(3), pp. 60-67.

Luft, P., Brown, C., & Sutherin, L. (2007). Are you and your students bored with the benchmarks? Sinking under the standards? Then transform your teaching through transition! *TEACHING Exceptional Children*, 39(6), pp. 39-46.

Capizzi, A. (2008). From assessment to annual goal engaging a decision-making process in writing measurable IEPs. *TEACHING Exceptional Children*, 41(1), pp. 18-25.

Bassett, D., & Kochhar-Bryant, C. (2006). Strategies for aligning standards-based education and transition. *Focus on Exceptional Children*, 39(2), pp. 1-19.

Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders review and recommendations. *Focus on Autism and Other Developmental Disabilities*, 24(2), 77-88.

Parrish, P., & Stodden, R. A. (2009). Aligning assessment and instruction with state standards for children with significant disabilities. *TEACHING Exceptional Children*, 41(4), 46-56. (

Brooke, V.A., Revell, G., & Wehman, P. (2009). Quality indicators for competitive employment outcomes what special education teachers need to know in transition planning. *TEACHING Exceptional Children*, 41(4), 58-66.

Kreiner, J. & Flexer, R. (2009). Assessment of leisure preferences for students with severe developmental disabilities and communication difficulties. *Education and Training in Developmental Disabilities*, 44(2), 280-288.

Salend, S.J. (2009). Technology-based classroom assessments alternatives to testing. *TEACHING Exceptional Children*, 41(6), 48-48.

Cobb, R.B., & Alwell, M. (2009). Transition planning/coordinating interventions for youth with disabilities a systematic review. *Career Development for Exceptional Individuals*, 32(2), 70-81.

Martin, J., Van Dycke, J., D'Ottavio, M., & Nickerson, K. (2007). The student-directed summary of performance: Increasing student and family involvement in the transition planning process. *Career Development For Exceptional Individuals*, 30(1), pp. 12-26.

Carter, E., Clark, N., Cushing, L., & Kennedy, C. (2005). Moving from elementary to middle school: Supporting a smooth transition for students with severe disabilities. *TEACHING Exceptional Children*, 37(3), pp. 8 – 14.

Rous, B. (2008). Supporting the transition of young children with significant disabilities: Findings from a national study. *TASH Connections*, 34(4), 27-29.

Brooke, V., & McDonough, J. (2008). The facts ma'am, just the facts social security disability benefit programs and work incentives. *TEACHING Exceptional Children*, 41(1), pp. 58-65.

Cimera, R. (2008). The cost-trends of supported employment versus sheltered employment. *Journal of Vocational Rehabilitation*, 28, pp. 15-20.

Thorton, C., Weathers, R., & Wittenburg, D. (2007). Ticket to success? Early findings from the ticket to work program. *Journal of Vocational Rehabilitation*, 27, pp. 69-71.

Targett, P., Young, C., Revell, G., Williams, S., & Wehman, P. (2007). Customized employment in the one stop career centers. *TEACHING Exceptional Children*, 40(2), 6-11.

Bovey E.H., & Strain, P.S. (2008). The power of peers: Social skills strategies for young children with autism. *TASH Connections*, July/August 2008, 24-26.

Banda, D., Matuszny, R., & Turkan, S. (2007). Video modeling strategies to enhance appropriate behaviors in children with autism spectrum disorders. *TEACHING Exceptional Children*, 39(6), 47-52.

Ganz, J. (2007). Using visual script interventions to address communication skills. *TEACHING Exceptional Children*, 40(2), 54-58.

Miner, G., & Bates, P. (1997). Person-centered transition planning. *TEACHING Exceptional Children*, Sept/Oct 1997, 66-69.

Shogren, K., Wehmeyer, M., Palmer, S., Soukup, J., Little, T., Garner, N., & Lawrence, M. (2007). Examining individual and ecological predictors of the self-determination of students with disabilities. *Exceptional Children*, 73(4), 488-509.

Fowler, C., Konrad, M., Walker, A., Test, D., & Wood, W. (2007). Self-determination interventions' effects on the academic performance of students with developmental disabilities. *Education & Training in Developmental Disabilities*, 42(3), 270-285.

Hogansen, J.M., Powers, K., Geenen, S., Gil-Kashiwabara, E., & Powers, L. (2008). Transition goals and experiences of females with disabilities: Youth, parents, and professionals. *Exceptional Children*, 74(2), 215-234.

Hiller, A., Campbell, H., Mastriani, K., Vreeburg Izzo, M., Kool-Tucker, A. K., Cherry, L., & Beversdorf, D.Q. (2007). Two-year program evaluation of a vocational support program for adults on the autism spectrum. *Career Development for Exceptional Individuals*, 30(1), 35-47.

Bucholz, J., Keller, C., & Brady, M. (2007). Teachers' ethical dilemmas. *TEACHING Exceptional Children*, 40(2), 60-64.

Janus, M., Kopechanski, L., Camerson, R., & Hughes, D. (2008). In Transition: Experiences of parents of children with special needs at school entry. *Early Childhood Education Journal*, 35, 479-485.

Perske, R. The "Big Bang" Theory and Down Syndrome. *Journal of the American Association on Mental Retardation*, 44(6), 430 – 432.

Taylor, S. Christmas in purgatory: A retrospective look. *Journal of the American Association on Mental Retardation*, 44(2), 145-149.

Smith, J. D. (2007). Mental retardation and the problem of "Normality": Self-determination and Identity Choice. *Education and Training in Developmental Disabilities*, 42(4), pp. 410-417.

Gill, L. (2007). Bridging the Transition Gap From High School to College Preparing Students With Disabilities for a Successful Postsecondary Experience. *TEACHING Exceptional Children*, 40(2), 12-15.

Conroy, M.A., Sutherland, K.S., Snyder, A.L., & Marsh, S. (2008). Classwide Interventions Effective Instruction Makes a Difference. *TEACHING Exceptional Children*, 40(6), 24-30.

Mazzotti, V.L., Rowe, D.A., Kelley, K.R., Test, D.W., Fowler, C.H., Kohler, P.D., & Kortering, L.J. (2009). Linking Transition Assessment and Postsecondary Goals Key Elements in the Secondary Transition Planning Process. *TEACHING Exceptional Children*, 42(2), 44-51.

Additional Course Policies:

Changes to the Syllabus/Assignment Deadlines: Every effort will be made to cover the topic areas listed in the course schedule within the given time-line. However, the instructor reserves the right to delete, shorten, append, or otherwise adjust the content, form, and/or sequence of the course material and/or course assignments as deemed necessary. Changes to the syllabus or assignment deadlines will be discussed in class or provided via email communication by the instructor.

Attendance and Participation: Students are expected to attend all scheduled class meetings (7 face-to-face classes) and the final exam; and to actively participate for the entire class period. To earn an "A" in this course, students MUST attend all scheduled

courses. Students will receive a failing “F” grade if they miss more than two face-to-face course meetings, because this course requires a great deal of class participation and interaction. The professor reserves the right to deduct 50 points for a missed class. It is the student’s responsibility to inform the instructor prior to missing a class or if there is a personal situation that the instructor should be aware of. ***It is the student’s responsibility to gather missed information from a missed class and students are advised that missing class is not an excuse to not turn in assigned work and/or assignments.***

Grading of Assignments: All assignments (unless otherwise noted by the instructor) must be typed and created as an electronic document – and **must be double-spaced**. Assignments should be neat, clearly written, contain no misspellings or grammatical errors. For assistance in preparing assignments and properly citing work, please refer to the *Publication Manual of the American Psychological Association, Sixth Edition* reference guide for professional writing. For additional information and examples of the required APA style and formatting - please consult the following website: (<http://owl.english.purdue.edu/owl/resource/560/01/>). Students are encouraged to maintain electronic copies of all work for their own records. Points will be awarded as per specific assignment criteria, project rubrics, including quality of assignment, on time completion, excellent writing format, and adherence to specific project criteria. Points will be deducted if assignments do not adhere to the above criteria.

Communication & Technology: Students are required to provide a reliable e-mail address and to communicate with the professor via conventional e-mail (yahoo account) as necessary. The professor will make every effort to respond to all student messages via e-mail or phone within 48 hours of receipt.

Late Work: Late work will **NOT** be accepted - except in the case of a documented medical or family medical emergency - at the professor’s discretion. Make-up exams will not be given - except in the case of a documented medical or family medical emergency - at the professor’s discretion. In the event a student experiences an issue beyond their control – that has the potential to affect the student’s participation in the course – the student should contact the professor IMMEDIATELY via the instructor’s cell phone (321-212-8997) or email (drspencecochran@yahoo.com).

Academic Integrity: Academic integrity is defined as the pursuit of scholarly activity in an open, honest, and responsible manner. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the professor, or tampering with the academic work of other students. The professor reserves the right to consult turnitin.com. All students are expected to exhibit the ***Personal Attributes*** set forth in the College of Education ***Fitness to Teach*** policy. The ***Academic Misconduct Disciplinary Policy*** as outlined in the Golden Rule will be adhered to in all cases of academic misconduct.

Academic Honesty: Academic honesty is expected. The guidelines for academic honesty are found in the Golden Rule and University catalog.

Professionalism/Personal Conduct: Students are expected to conduct themselves in a professional manner at all times while participating in this course. This includes communication with the professor, communication with peers, and conduct during class, field observations, community-based field work or conduct with the professor outside of the course. See code of conduct for details.

Differently-abled/Disability Access Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. **No accommodations will be provided until the student has met with the professor to request specified accommodations.** Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, prior to requesting accommodations from the professor. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she **should** contact the Office of Support Services for Students with Disabilities for information on appropriate policies and procedures. Prior arrangements must be made with the instructor, if needed, to accommodate any diverse learning needs due to documented disabilities. Students with disability-related needs should contact the instructor via email to ensure confidentiality.

Specific Course Requirements:

Class Participation and Completion of In-Class Assignments (50 points per meeting (7) = 350 points – in class) Class participation is a vital part of developing your abilities to consult and cooperate with other teachers. Assignments may include developing role-plays, conducting self-assessments, developing grant proposals and participating in group activities and discussions. During each class meeting, students will be assigned activities that relate to the course content for application activities and group synthesis. When assigned an in-class assignment or activity points will be awarded based upon the completion of the assigned activities and the number of interactions with the instructor, classmates, presenters, and guest lecturers. **Every class meeting.**

Professional Reflections (450 points) For all assigned reading (including chapters and articles) you will submit a Professional Reflection (PR). For each assigned reading you will be responsible to identify and list at least 2 items that are/would be useful to you as a teacher or school-based personnel. These bulleted items should include the piece of information you have identified as useful and why you believe it is useful in your current or future teaching situation. Be prepared to share your entries with colleagues during class meetings. Due as assigned for each course meeting. **Due: PR 1 - 6/4/11 (50 points), PR 2 - 6/11/11 (50 points), PR 3 - 6/18/11 (50 points), PR 4 - 7/9/11(150 points), PR 5 - 7/16/11 (50 points), PR 6 - 7/23/11 (50 points), and PR 7 – 7/30/11 (50 points).**

Electronic Resource File (ERF) (150 points – 25 points per) For this assignment you are required to post 2 electronic resources (i.e. website, electronically available supports, PFD files, etc.) on our Yahoo group website prior to each course meeting. Please post resources that would assist teachers, therapists, advocates, families, and/or agency personnel in supporting transition activities for individuals with disabilities. These postings can include information about education, school, community-based options, leisure activities, issues related to dealing with life choices (e.g. guardianship options, aging issues, or issues related to sexuality and health &

hygiene), or any other topic related to the transition experience of a person with a disability. After you have posted your two items – please comment on the post of one of your classmates. Please explain why you found your classmate’s posting useful or informative. In summary – you need to post two items and then comment on the post of one of your peers. **Due: 6/4/11, 6/11/11, 6/18/11, 7/9/11, 7/16/11, and 7/23/11.**

Please be sure to list your 2 electronic resources in the following manner:

Title: National Center of Secondary Education and Transition (NCSET)

Web address: <http://www.ncset.org>

Category of Resource: Resources

Target Population for Resource: All disabilities

Age Range: All ages

Description: The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

Personal Statement (50 points) Students will complete a personal statement illustrating their own educational philosophy for students with ASD and/or significant disabilities. The statement will be no more than 3 pages double-spaced, and should reference the theories and/or icons that have influenced the development of the student’s personal views about educating students with disabilities. The personal statement should also include: how the student’s teaching practice has been influenced and shaped by research, reading, and personal experience, and what outcomes are viewed as the most critical for their present or future students with disabilities. **Due: June 4, 2011.**

Disability Support Services (DSS) Assignment (50 points) – Each student is responsible for visiting a Disability Support Services (DSS) office on a college campus of your choice. These offices provide accommodations and services for students attending their university, community college, or institute of higher learning. Each student is required to visit a DSS office on a campus of their choosing and answer assigned questions. **Due: June 18, 2011.**

District Transition Information Assignment (25 points) For this assignment you will select a district (one where you are teaching or one you potentially might teach in) and you are required to gather the following information and post it on our Yahoo group website: Name(s) of your district transition contact(s) – please note specific titles and/or responsibilities, Contact information for your district supports (email, website, phone, address), Types of transition supports provided by the district, Website address for teacher supports in your district, Website address for parent, guardian, and/or agencies in your district, and How you gathered this information (phone, email, website, etc.). **Due: June 11, 2011.**

Transition IEP Plan (50 points) A transition individualized education plan (TIEP) will be completed for a student with a disability after information about the assignment is

reviewed in class. This assignment will include: 1) Completion of an informal transition assessment tool, 2) Completion of a TIEP based upon information provided by an informal assessment tool, 3) Completion of a transition planning guide, and 4) Recommendations for appropriate assessment based upon the informal transition guide. You will not be required to submit an actual TIEP form from you district. **Due: July 16, 2011.**

Agency Visit and Presentation (50 points) Students will be assigned to work in cooperative groups to complete this activity. The number of students in each group will be assigned by the instructor. Each group will be responsible for visiting an assigned community-based agency. Groups will collaborate to develop and deliver a 20-minute PowerPoint presentation for the class that includes an overview of the agency, details from the agency visit, and internet sites of interest. Groups will also prepare a handout for distribution in class. Specific directions regarding the completion of this assignment will be provided during class. *You are strongly encouraged to begin planning and working on this assignment as soon as possible.* **Presentations will be provided July 9, 2011 in class.**

Self-Determination Curriculum Review (25 points – in class) Students will review and critique a self-determination/self advocacy curriculum for students with disabilities. Students will then prepare an in class presentation identifying the following components of the curriculum they reviewed: the instructional approach used, target students, necessary support materials, guidelines for teachers, and if possible any research that validates the use of the designated curriculum. Students will discuss efficacy, ease of use, costs, time demands on the teacher, etc. during their class presentation. Specific directions regarding the completion of this assignment will be provided during class. **Due: July 16, 2011 in class.**

Personal Futures Planning Activities (25 points – in class) Students will participate in group simulation activities for personal futures planning including MAPS, Circle of Friends, and Planning Alternative Tomorrows with Hope (P.A.T.H.) based upon a case study or information provided in class. **Due: July 16, 2011 in class.**

Job Development Project (100 points) Each student will conduct an in-depth job analysis at an employment site in the community. This project is designed to provide experiences in data collection for job carving and customized employment. Students will identify a community business that may be an appropriate training or internship site for a selected student; conduct an interview with a person with hiring authority and/or an individual in a targeted position; collect in depth information about the business and a target position, including information on work culture, job position characteristics, and job responsibilities and tasks; and write report that includes a reflection of the job development process, an assessment of the utility of each site for enhancing career development for the identified student, and a discussion of curricular and instructional implications for job preparation. Specific directions regarding the completion of this assignment will be provided during class. **Due: July 23, 2011.**

Evaluation Procedures:

<u>Assignments</u>	<u>Points</u>
1. Class Participation	350 points
2. Professional Reflections (PR)	450 points
3. Personal Statement	50 points
4. District Transition Information	25 points
5. Transition IEP	50 points
6. Disability Support Services	50 points
7. Agency Visit and Presentation	50 points
8. Personal Futures Planning Activities	25 points
9. Self Determination Curriculum Review	25 points
10. Electronic Resource File	150 points
11. Job Development Project	100 points
12. Midterm	50 points
13. Final	<u>50 points</u>

Total = 1425 points

Grade Distribution by points:

1425 - 1365	A
1364 - 1344	B
1343 - 1323	C
1322 - 1300	D
1299 and below	F

Tentative Course Schedule – Summer 2011

CLASS:	CLASS TOPIC:	READINGS & ASSIGNMENTS:	ASSIGNMENT DUE:
Class 1 – May 21	Course Overview; History of Transition; National & State Trends in Transition	PR 1	-Contact Cards
Class 2 – June 4	Assessment and Program Planning for Transition; Diploma Options	PR 2	-PR 1 -ERF Posting -Personal Statement
Class 3 – June 11	Transition & Early Education; Transition & School-Aged Students; School-to-Work; College-Bound Students	PR 3	-PR 2 -ERF Posting -District Transition Information Assignment
Class 4 – June 18	Vocational Options; Finding Jobs; Supported Employment; Job Carving Midterm Exam	PR 4 Midterm Exam	-PR 3 -ERF Posting -DSS Assignment
Class 5 – July 9	Social Skills Programming for Transition Agency Presentations	PR 5	-PR 4 -ERF Posting -Agency Presentations
Class 6 – July 16	Self Determination; Self Advocacy; Personal Futures Planning (PFP) and Personal Futures Planning (PATH) Demonstration - In-Class	PR 6	-PR 5 -ERF Posting -Self Determination Curriculum Review -PFP Activity -TIEP
Class 7– July 23	Ethical Practices Related to Transition and Collaboration and Family Panel – Invited guests will speak to the class	PR 7	-PR 6 -ERF Posting -Job Development Project
Final Exam July 30	In-Class Final Exam		-PR 7

References:

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